

ALWAYS
LEARNING

Pearson Common Core Institute: The ABCs of assessments – PARCC

Julie Miles PhD, 03.20.12

PARCC Information slides courtesy of www.PARCCOnline.org

Overview of the Session

1. Common Core State Standards

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- Mathematics
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- Innovative English Language Arts

Common Core State Standards

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Common Core State Standards

Background

In 2009, National Governors Association (NGA) and Council of Chief State School Officers (CCSSO) launched the Common Core State Standards (CCSS) Initiative to “provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.”

Mathematics and English Language Arts so far...

- 45 states have adopted as of today
- States not participating:
 - Texas, Virginia, Nebraska, Minnesota, and Alaska

Common Core State Standards

Overview

- Is state led – coordinated by National Governors' Association and Council of Chief State School Officers
- Outlines consistent standards across adopting states
- Currently focuses primarily on Math and ELA
- Includes rigorous content and a focus on the assessment and application of knowledge as a true measure of understanding
- Aligned with college and career expectations
- Informed by top performing countries and states
- Is research-based

Common Core State Standards

Advances in Standards

MATHEMATICS

Focus, coherence and clarity: emphasis on key topics at each grade level and coherent progression across grades

Procedural fluency and understanding of concepts and skills

Promote rigor through mathematical proficiencies that foster reasoning and understanding across discipline

High school standards organized by conceptual categories

ENGLISH LANGUAGE ARTS/LITERACY

Balance of literature and informational texts; focus on text complexity

Emphasis on argument, informative/explanatory writing, and research

Speaking and listening skills

Literacy standards for history, science and technical subjects

ANCHORED IN COLLEGE AND CAREER READINESS

Common Core State Standards

Changes in Assessment

- From paper-based testing to online testing
- From multiple choice to multiple item types (MC, CR, TEI and PBT)
- Measuring growth, rather than snapshots of performance
- More integration of assessment and instruction
- Teacher effectiveness: tools, data, support, and evaluation
- Central role for data and technology

Race to the Top Assessment Consortia

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RttT Assessment Consortia

The Winners

Two Comprehensive Assessment System Proposals were funded to design, develop and pilot test the next-generation assessment systems.

Partnership for Assessment of Readiness for College and Career (PARCC)

- **23 states and DC (16 governing)**
- **25 million students in K-12**
- **186 million funding**

SMARTER Balanced Assessment Consortium (SBAC)

- **30 states (21 governing)**
- **23 million students in K-12**
- **176 million funding**

RttT Assessment Consortia

Similarities and Differences

Similarities:

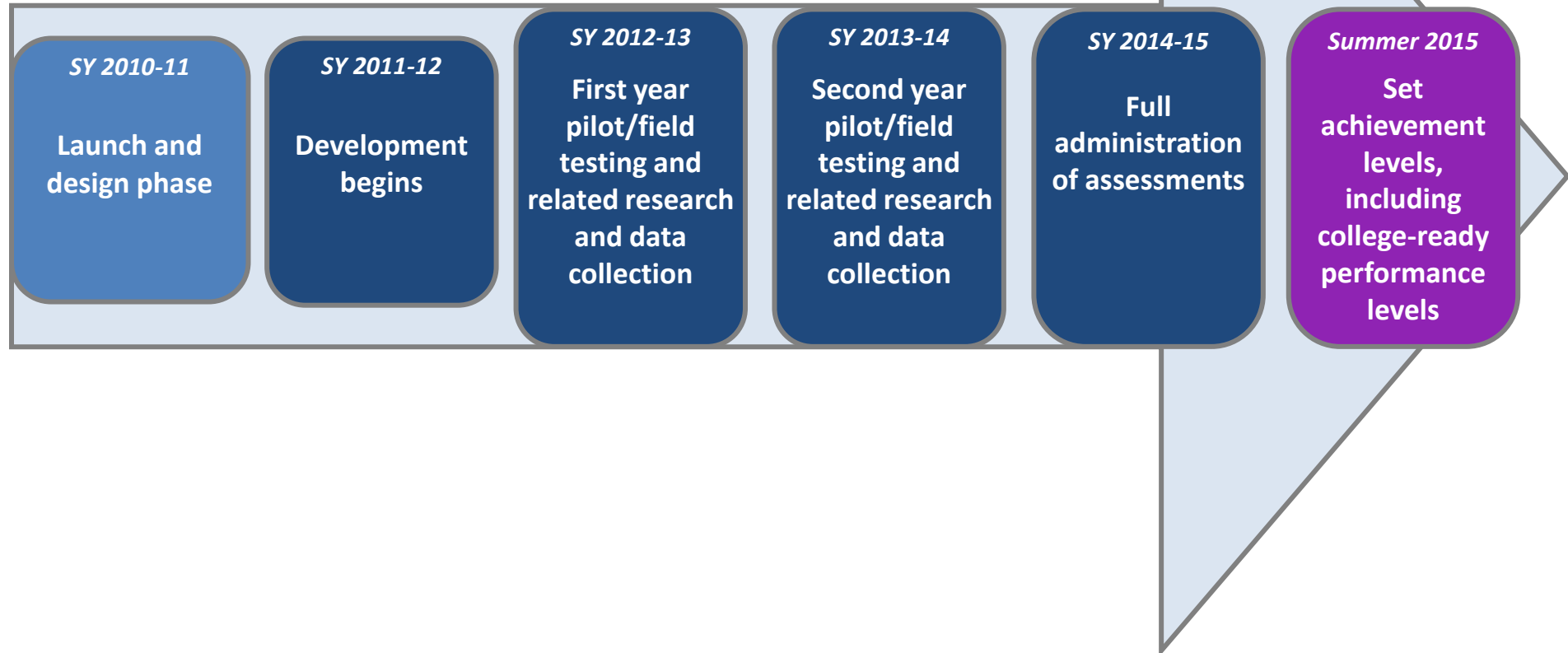
- Balanced assessment (formative, interim, and summative uses/purposes)
- Performance-based components
- Online testing
- Automated scoring
- Digital libraries and open source

Differences:

PARCC: improved accountability system centered on student achievement & growth

SBAC: improved instructional system centered on student and teacher performance

RttT Assessment Consortia Implementation Timeline



Partnership for Assessment of Readiness for College and Careers (PARCC)

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PARCC

Goals of the Consortium

PARCC states have committed to building a K-12 assessment system that:

1. Builds a pathway to college and career readiness for all students,
2. Creates high-quality assessments that measure the full range of the CCSS,
3. Supports educators in the classroom,
4. Makes better use of technology in assessments, and
5. Advances accountability at all levels.

"...to develop a common set of K-12 assessments in English and math anchored in what it takes to be ready for college and careers." (PARCC)

PARCC

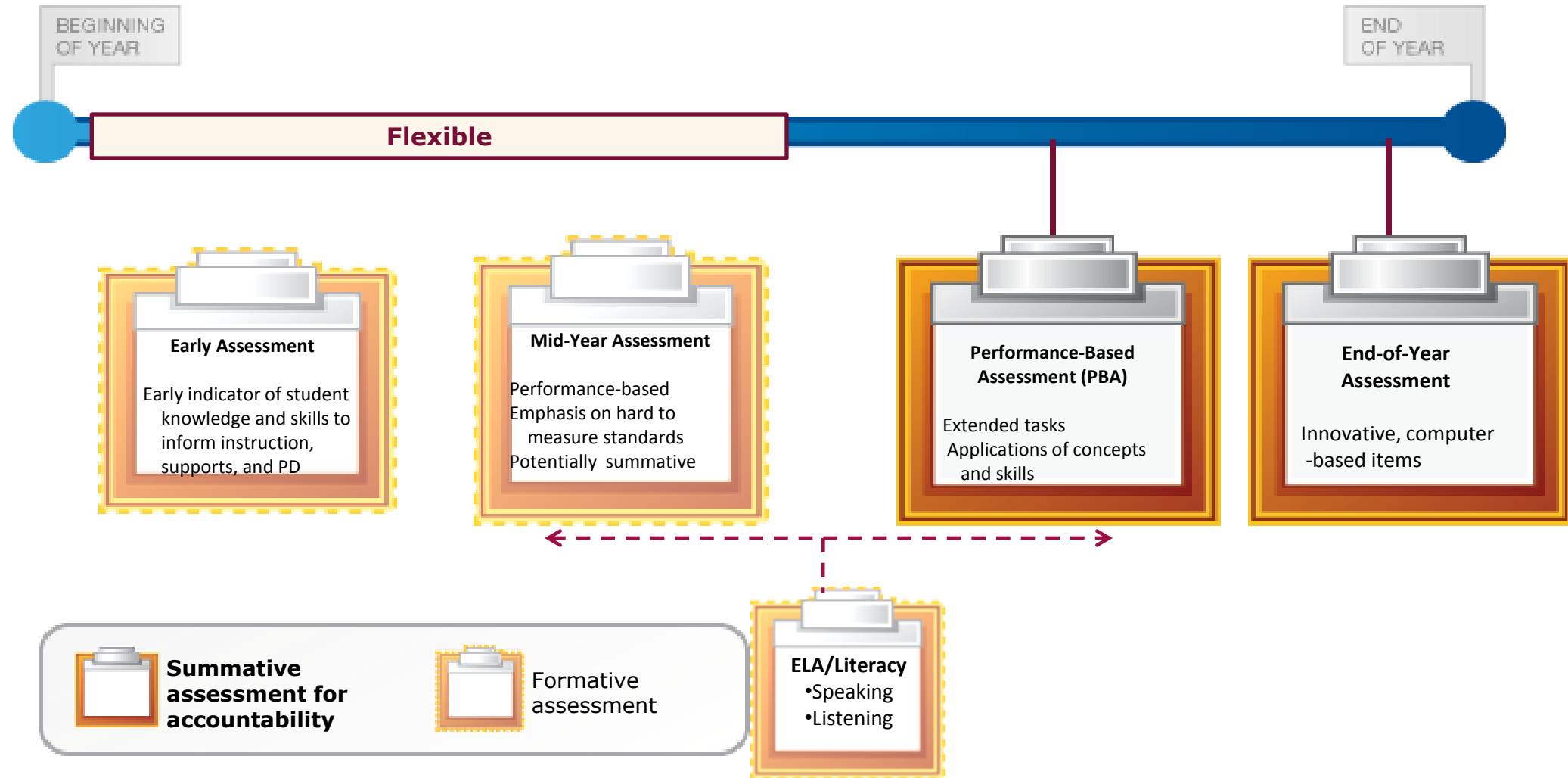
Overview of the Assessment System

1. **EARLY** assessment: early indicator to inform instruction, supports, professional development (formative, no accountability)
2. **MID-YEAR** assessment: performance-based (ditto)
3. **LATER** assessment: performance assessment (summative), over multiple class periods (e.g., projects)
 - results in 2 weeks
4. **FINAL** assessment: end-of-year assessment (summative)
 - Online, multiple item types, entirely AI scored
 - Fixed-form, but could be 'staged' or 'block' adaptive if needed
5. **FLEXIBLE** assessment: Speaking and Listening (no accountability)

Components 1,2, and 5 that don't contribute to accountability (formative and interim purposes) are teacher scored.

PARCC

School Year Timeline



Sample Items

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Turning Content Standards into Assessment Items

Evaluation of the wording leads to item type recommendations

Many standards would support multiple different item types

Some standards can only support performance tasks

Some standards only support oral responses

Decisions about item types for a standard may vary based on the purpose of the assessment (formative, interim, or summative)

Example: Grade 6 Mathematics

Category	Standard	Item Types
Ratios and Proportional Relationships	Solve unit rate problems including those involving unit pricing and constant speed.	MC, CR
Geometry	Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.	CR

Example: Grade 6 Mathematics

Solve unit rate problems including those involving unit pricing and constant speed.

Multiple choice or constructed response

It took 7 hours to mow 4 lawns.

- At that rate, how many lawns could be mowed in 35 hours?
- At what rate were lawns being mowed?

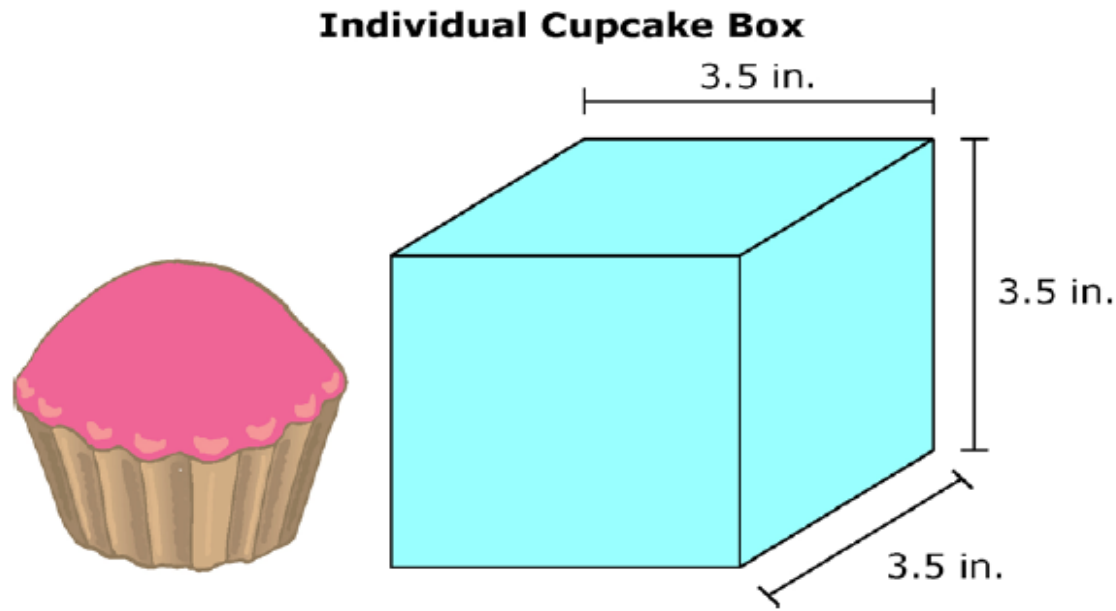
Example: Grade 6 Mathematics

Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures.

Constructed response

Example: Grade 6 Mathematics - Scenario

Cassie works at a bakery. When she sells individual cupcakes, she packages each cupcake in a cube-shaped box. Each box measures 3.5 inches in length, width, and height.



Example: Grade 6 Mathematics – Part A

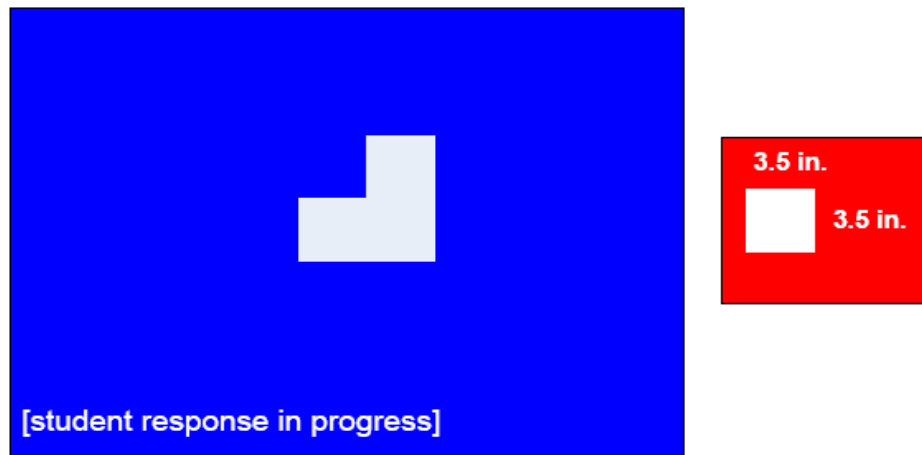
Cassie wants to design a new box that holds 6 cupcakes. The new 6-pack cupcake box must

- be a rectangular prism;
- provide each cupcake with the same dimensions of space as an individual cupcake box provides; and
- measure 3.5 inches in height.

Describe, in words, all the 6-pack box designs that will fit these conditions.

Example: Grade 6 Mathematics – Part B

Drag and drop squares from the red pallet into the blue work space to create a net of one 6-pack cupcake box that meets the criteria from Part A. Do not include any extra tabs or flaps that are folded to the inside of the box and are not visible when the box is closed.



What is the outside surface area of the closed 6-pack cupcake box that the net you constructed in Part B represents? Show all the computations you used to arrive at your solution.

Example: Grade 6 Mathematics – Part C

Compare the total surface area of 6 individual cupcake boxes with the surface area of one 6-pack cupcake box. Describe how the surface areas are the same or how they are different. Write two reasons why you think Cassie should design a 6-pack cupcake box.

Example: Grade 8 ELA – Speaking and Listening

Category	Standard	Item Types
Comprehension and Collaboration	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	MC, CR
Presentation of Knowledge and Ideas	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.	CR, PBT

Example: Grade 8 Speaking and Listening

Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Multiple choice or constructed response

Both Jeremy and Susan are running for eighth grade class president. They were each allowed to borrow the school's video camera to make a short commercial that will be shown to students on monitors during lunch. Watch the videos that each candidate made.

What is the **main** difference between each candidate's motives as shown in the videos?

Example: Grade 8 Speaking and Listening

Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Constructed response

Oral response

Use the same eighth grade class president videos that each candidate made.

What are the **main** differences between the speeches given by each candidate? Use details from each speech to support your answer.

Example: Innovative ELA Item

www.PearsonOnlineTesting.com/TEIdemo
Number 6...

[Video of variety of TEI](#)

(Dolan et al. 2011, 55)

Questions?

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